

Cluster of Schools of Vallis Longus



INTERNAL REGULATIONS
2023/2025

CHAPTER I OBJECT, DEFINITION, SCOPE OF APPLICATION, EDUCATIONAL OFFER E PARTNERSHIPS

Section I Object, Definition, and Scope of Application

Article 1 Object

This internal regulation defines, in accordance with the principles established by law, the rights and duties of the members of the school community, the operating framework of the Cluster, of each of its administrative and management bodies, of the educational guidance structures, of the administrative, technical, and pedagogical-technical services, as well as the participation of parents, legal guardians, and the municipality in school life.

Being the Vallis Longus Schools Cluster subject to the general legislation issued by the competent authorities, this general legislation shall also form part of its Internal Regulations.

The provisions of these Internal Regulations that contradict or differ from the legislation in force shall be considered null and void.

Article 2 Cluster of Schools of Vallis Longus

1. The Cluster of Schools of Vallis Longus, hereinafter referred to as the Cluster, is an organizational unit with its own administration and management bodies, comprising public institutions of pre-school education and the three cycles of basic education, and which, based on a common educational project, aims to:
 - a) Promote curricular articulation;
 - b) Overcome situations of isolation of the schools that make up the Cluster, preventing absenteeism, school dropout, and social exclusion;
 - c) Optimize existing resources;
 - d) Provide equal opportunities in access to and success in schooling;
 - e) Foster the lifelong education of educational agents within a reflective perspective.
2. The Cluster is composed of the following public educational establishments:
 - Boavista Basic School - Susão Basic School
 - Calvário Basic School - Valado Basic School
 - Estação Basic School - Vallis Longus Basic School - Ilha Basic School - Susão Kindergarten - Nova de Valongo Basic School.

3. The educational community of the Cluster includes, without prejudice to the contributions of other entities, the students, the parents and guardians, the teachers, the non-teaching staff of the schools, the local authorities, and the central and regional administration services involved in the field of education, in accordance with their respective responsibilities and competences.

Article 3 Head School

The Cluster is headquartered at Vallis Longus Basic School.

(...)

Section II Educational Offer

Article 10 Educational Offer

1. The Cluster of Schools of Vallis Longus covers students from pre-school education up to the 9th grade.
2. The Cluster develops several curricular enrichment activities.
3. The Cluster offers differentiated and specialized educational responses to all students or children enrolled in the various schools that compose it, who are integrated into their respective classes or groups.
4. The Cluster will preferably offer, in the field of artistic education, locally-based subjects, namely the subject of Slate Arts.
5. The Cluster also has the conditions to offer, whenever authorized by the educational administration:
 - a) Alternative Pathways.
 - b) Education and Training Courses (CEF) or Vocational Courses.

Article 11 Curricular Enrichment Activities in Preschool and 1st Cycle

1. Curricular enrichment activities consist of a set of non-teaching activities that take place predominantly outside students' regular class hours and are optional for enrollment.
2. Curricular enrichment activities are selected according to the objectives defined in the educational project and are included in the respective annual and multiannual activity plan.
3. Curricular enrichment activities in the 1st cycle of basic education are considered those focused on the sports, artistic, scientific, technological, and information and communication technology domains; on connecting the school with the community; on solidarity and volunteering; and on the European dimension of education, among others.
4. Curricular enrichment activities in the 1st cycle, in accordance with current law, are promoted by the local municipality through a collaboration agreement established annually with the Cluster's Management Body.

5. It is the responsibility of the preschool teacher and the class teachers to monitor the execution and ensure the pedagogical supervision of the family support and animation activities.
6. Pedagogical supervision activity is understood as that carried out within the scope of the teacher's non-teaching component, for the development of the following aspects:
 - a) Planning of activities;
 - b) Monitoring of activities through meetings with the respective facilitators and with the parents or guardians;
 - c) Evaluation of their implementation;
7. The planning of family support and animation activities within preschool education, as well as curricular enrichment activities in the 1st cycle of basic education, must be communicated to parents or guardians at the beginning of the school year.

Article 12 Curricular Enrichment Activities – 2nd and 3rd Cycles

1. To provide and facilitate the holistic development and personal fulfillment of students, clubs and projects may operate within the Cluster.
2. Club and project activities are open to all students in the 2nd and 3rd cycles of the Cluster.
3. The organization of activities developed by the clubs and projects is the responsibility of a core group that includes teachers and students and may also include specialists and other members of the educational community.
4. Proposals for clubs and projects will be submitted annually to the Pedagogical Council by the Coordinator of Extracurricular Projects, indicating the responsible person(s), a description of the nature and objectives, the internal organization, the number of participants, the required material, financial, and human resources, and the methods and timing of evaluation.
5. The programs presented will be integrated into the Cluster's annual and multi-year activity plan.
6. Whenever possible, the activities will be conducted during daytime hours.
7. Students may freely enroll in the activities offered by clubs and projects, with attendance being mandatory and subject to the absence regulations established by law and in this Regulation.

(...)

Subsection II Specific Resources for Learning and Inclusion Support

Article 77 Multidisciplinary Team for Inclusive Education Support

The Multidisciplinary Team for Inclusive Education Support (EMAEI) constitutes a specific organizational resource aimed at supporting learning, with a view to providing appropriate educational responses through a holistic approach to the student. (L7D)

(...)

Section II Technical-Pedagogical Services

(...)

Article 106 School Library

The School Library (BE) is a service composed of a set of human, physical, and documentary resources, properly organized in accordance with the guidelines issued by the School Libraries Network (RBE).

Article 107 General Framework

1. The Cluster has library branches, namely:
 - a) Library Branch of EB Boavista
 - b) Library Branch of EB Calvário
 - c) Library Branch of EB Estação
 - d) Library Branch of EB Ilha
 - e) Library Branch of EB Nova
 - f) Library Branch of EB Susão
 - g) Library Branch of EB Valado
 - h) Library Branch of EB Vallis Longus
2. The BE has an internal regulation prepared by the teacher-librarians (PB), which establishes its operation regarding the organization of the space in the different branches, service provision rules, as well as the rights and duties of the users.
3. The BE follows an action plan that includes the collection policy, the internal dynamics of the Cluster, the management of human/material resources, and the municipal policies.
4. The BE presents, annually, an activity plan derived from the action plan, subject to approval by the Pedagogical Council.
5. The BE annually evaluates its performance in relation to the various domains proposed by the School Libraries Evaluation Model (MABE):
 - a) Support for curricular development;
 - b) Reading and literacies;
 - c) Projects/partnerships and free or community-oriented activities;
 - d) School library management.

(...)

CHAPTER IV PARTICIPANTS IN THE EDUCATIONAL PROCESS

Section I Scope

Article 124 Parental and Guardian Involvement

Under the legislation in force (L2A) (L2B), Parents and Guardians have, in addition to their legal obligations, a special responsibility inherent to their authority/duty to direct the education of their children and wards, ensuring that they effectively benefit from their rights and rigorously fulfill the duties incumbent upon them, with particular emphasis on the duties of attendance, proper behavior, and commitment to the learning process.

(...)

CHAPTER V STUDENTS' RIGHTS AND DUTIES

Section I Student Status and School Ethics

Article 131

Student Responsibility

1. Students are responsible, in accordance with their age and capacity for discernment, for exercising the rights and fulfilling the duties granted to them by the Student Status and School Ethics, by this regulation, and by other applicable legislation.
2. The disciplinary responsibility of students entails full respect for the Student Status and School Ethics, for this regulation, for school property, for other students and staff, and, in particular, for teachers.
3. No student may compromise the right to education of others.

(...)

Article 136 School Attendance

1. School attendance is understood as participation in classes or in any other activity of compulsory or optional attendance, provided the student has enrolled.
2. School attendance also includes students' participation in curricular enrichment activities, educational support, cultural, recreational, or sports activities, as well as participation in field trips.
3. It is the responsibility of parents/guardians to ensure that their children fulfill their attendance obligations.

Article 137 Leaving the School Premises

1. During the operating hours of activities included in school attendance, no student is allowed to leave the school premises, except during the lunch break or if expressly

authorized by the parent/guardian, with notification to the class teacher/homeroom teacher.

2. Authorization for students in the 1st cycle to leave the premises must be requested in writing from the homeroom teacher and recorded in the student's school record book.
3. Authorization for students in the 2nd and 3rd cycles to leave the premises must be requested from the school management using the designated form and subsequently attached to the student's school record book.
4. Exceptional cases require express authorization from the school management.

(...)

Section II Students' Rights

Article 140 Students' Rights

1. In addition to the rights established by the applicable law (L2A), the right to education and to fair and effective equality of opportunities in school access and success also includes the following:
 - a) To have their safety at school safeguarded and their physical and moral integrity respected;
 - b) To receive supervision in the changing rooms by the operational assistant and a teacher, within the time limit established for each class;
 - c) To participate, through their representatives and in accordance with the law, in the school's administration and management bodies, in the creation and implementation of the respective educational project, as well as in the drafting of the internal regulations;
 - d) To benefit from school insurance during the period of attendance at the schools that are part of the Cluster, as well as during the journey to and from school and in other activities, in accordance with the applicable legislation;
 - e) To use the facilities assigned to them and others, with proper authorization;
 - f) To enjoy quality services, namely in the canteen, buffet, and school shop;
 - g) To occupy in the classroom the seat appropriate to their hearing, vision, and concentration characteristics;
 - h) To request support documentation from the School Library (BE) of the schools included in the Cluster;
2. In accordance with the legislation in force (L2A) (L2B) and in the development of the principles of a democratic rule of law, national values, and a culture of citizenship capable of promoting the values of human dignity, democracy, responsible exercise of freedom, individual liberty, and national identity, the student has the right and duty to actively know and respect the values and fundamental principles enshrined in the

Constitution of the Portuguese Republic, the flag and national anthem as national symbols, the Universal Declaration of Human Rights, the European Convention on Human Rights, the Convention on the Rights of the Child, and the Charter of Fundamental Rights of the European Union, as frameworks of values and principles for the affirmation of humanity.

(...)

Section IV Duties of Students

Article 149 Duties of Students

1. The student must behave properly in all situations and spaces of the schools that make up the Grouping, respecting teachers, staff, and classmates, always bearing in mind the importance of dialogue in resolving problems.
2. The student, as a responsible member of the educational community, is bound by the duties enshrined in law and by others, such as:
 - a) To use the Portuguese language correctly, adapting it to the various situations;
 - b) To bring daily the books and materials indicated as necessary for participation in classes, taking care of their preservation;
 - c) To carry daily the student card and the school booklet, which must be presented whenever requested;
 - d) To enter and leave the premises through the designated access gates in use;
 - e) Not to be accompanied, when entering the school premises, by persons external to the establishment;
 - f) Not to carry objects that may endanger the physical integrity of any member of the educational community, namely knives, penknives, glass objects and others;
 - g) Not to establish dialogue with persons outside the establishment, through the fences;
 - h) To deposit litter in the appropriate bins;
 - i) To circulate in the corridors, stairways and landings without shouting, running, or engaging in any other kind of play;
 - j) To remain without a cap/hat/beanie in the classrooms, the library, and the canteens that form part of the School Cluster;
 - k) To alert staff members or teachers whenever someone plays with objects or substances that may put at risk the physical integrity of any member of the educational community;
 - l) To inform staff members of the need to retrieve objects that have fallen into places considered dangerous, namely rooftops, trees and ditches;
 - m) To hand over to staff members any objects found abandoned on the school premises;

- n) To inform the nearest adult, teacher or staff member, of the presence of unauthorized persons within the school premises;
 - o) To proceed to classes immediately after the bell rings, waiting at the entrance of the respective block, unit or classroom until given permission to enter;
 - p) To remain attentive and engaged during lessons, without disturbing them;
 - q) To keep the mobile phone turned off in classrooms, the library, the gymnasium, and the canteen, except for pedagogical reasons expressly authorized by teachers;
 - r) Not to eat in classrooms, except under the supervision of a teacher;
 - s) Not to remain in the classroom during break time, except under the supervision of a teacher;
 - t) To respect the order of arrival and form queues whenever necessary, namely in places such as the canteen, classrooms, stationery room, school café, and administrative offices;
 - u) To report to the class director, the school director, the establishment coordinator, the teacher, or staff member whenever requested;
 - v) To take care of personal belongings;
 - w) To play ball games only on the sports field and other designated areas.
3. Theft and/or damage to personal property occurring in the educational establishments of the Cluster are the sole responsibility of the respective owners or the perpetrators of such acts.
 4. The use of mobile phones on school premises shall be regulated by a specific regulation to be approved by the General Council, upon proposal of the Pedagogical Council.

Section V Duty of Attendance and Punctuality

Article 150 Attendance, Diligence, and Punctuality

In addition to the obligation to attend compulsory schooling, students are responsible for fulfilling the duties of regular attendance and punctuality in accordance with the applicable legislation (L2A).

Article 151 Justified Absences

1. Absences are considered justified for the following reasons:
 - a) Student illness, which must be reported in writing by the parent or guardian, or by the student if of legal age, when it results in a period of three working days or less, or by a doctor if it results in more than three working days. In cases of chronic or recurring illness, a single declaration may be accepted for the entire school year or until the condition causing it ends;
 - b) Prophylactic isolation due to a contagious disease of a person living with the student, verified by a statement from the competent health authority;

- c) Death of a family member, during the legal period for justifying absences due to the death of a family member as established in the employment contract regime for public service workers;
- d) Birth of a sibling, on the day of birth and the following day;
- e) Attendance at outpatient treatment due to illness or disability, when it cannot be scheduled outside school hours;
- f) Care for a sick family member, in cases where it is proven that such care cannot be provided by anyone else;
- g) Attendance at prenatal consultations, childbirth period, and breastfeeding, in accordance with the legislation in force;
- h) Acts arising from the religion practiced by the student, provided they cannot be performed outside school hours and correspond to a practice commonly recognized as belonging to that religion;
- i) Participation in cultural, associative, and sports activities recognized by law as being of public interest or considered relevant by the respective school authorities;
- j) Preparation for and participation in high-level competitive sports activities, in accordance with applicable legal provisions;
- k) Fulfillment of legal obligations that cannot be performed outside school hours;
- l) Any other circumstance preventing attendance at school or any school activity, provided it is proven not to be attributable to the student and is deemed acceptable by the principal, the class teacher, or the homeroom teacher;
- m) Absences resulting from preventive suspension applied within the scope of a disciplinary procedure, in cases where no disciplinary sanction is ultimately applied to the student, or a non-suspensive measure is applied, or to the extent that it exceeds the measure actually applied;
- n) Participation in study visits included in the Cluster's activity plan, regarding subjects or curricular areas not involved in the respective visit.

(...)

Article 154 Justification of Absences

1. The request for absence justification must be submitted in writing, through the usual channels, by the parents or legal guardian, or, if the student is of legal age, by the student themselves, to the homeroom teacher or class teacher, indicating the day, time, and activity in which the absence occurred, and recording the reasons for the absence in the school record book.
2. The homeroom teacher or class teacher may request from the parents or legal guardian any additional documents deemed necessary to justify the absence, and

any entity contacted for this purpose must likewise contribute to the correct ascertainment of the facts.

3. The justification for an absence must be submitted in advance if the reason is foreseeable, or, in other cases, no later than the 3rd working day following the occurrence, through the school record book, indicating the reasons for the absence, the day, and the class or activity missed. In cases of justified absence from school activities, the student is entitled to benefit from appropriate measures to recover the missed learning. These measures will be defined by the teachers responsible for the relevant subject areas, and an individual work plan will be prepared. This plan will be communicated to both the student and the legal guardian, who will be summoned for this purpose by the homeroom teacher or class teacher. The plan must include the missed learning (which will be limited to the content covered in the classes missed that caused the excessive absences), the tasks to be completed by the student, and the schedule for their completion. At the end, the plan should be evaluated by the teachers, the student, and the legal guardian.

Article 155 Unjustified absences

1. Absences are considered unjustified in accordance with the legislation in force and also in the following situations:
 - a) No justification has been provided under the terms of the previous article;
 - b) The justification has been provided after the deadline;
 - c) The justification has not been accepted;
 - d) The absence is the result of an order to leave the classroom or a sanctioning disciplinary measure;
 - e) The absences occur on non-consecutive days, except when resulting from a duly proven exceptional situation;
 - f) If they are the result of a lack of school materials or punctuality, after all the procedures provided for in these regulations have been exhausted.

(...)

Article 157 Serious excess of absences

1. In each school year, unjustified absences may not exceed:
 - a) 10 days, consecutive or interpolated, in the 1st cycle of basic education;
 - b) Twice the number of weekly teaching hours per subject in the remaining cycles or levels of education, without prejudice to the provisions of the following paragraph.
2. In professionally qualified courses, namely vocational courses, or other training courses that require minimum levels of compliance with the respective workload, the student is in a situation of excessive absences when he/she exceeds the limits of justified and/or unjustified absences resulting from this, in relation to each

subject, module, unit or training area, under the terms provided for in the specific regulations.

3. When half of the absences set out in the previous paragraphs have been reached, the parents or guardian or the student of legal age are summoned to school, by the most expedient means, by the head teacher or the teacher who performs equivalent functions or by the class teacher.
4. The aim of the notification referred to in the previous paragraph is to warn of the consequences of violating the absence limit and to find a solution to guarantee effective compliance with the duty of attendance.
5. If it is proved impracticable to carry out what was stated, for reasons not attributable to the school, and whenever the particular seriousness of the situation justifies it, the respective commission for the protection of children and young people at risk must be informed of the underage student's excessive absences, as well as of the procedures and steps taken so far by the school and the guardians, jointly seeking solutions to overcome their lack of attendance.

Article 158 Implications of exceeding the unjustified absence limit

1. Exceeding the limits of unjustified absences found in number 1 of the previous article constitutes a breach of the duties of attendance and assiduity and obliges the offending student to comply with recovery measures, provided for in the individual activity plan that will be drawn up for him, and/or specific corrective measures, in accordance with the provisions of the following articles, and may also lead to the application of sanctioning disciplinary measures.
2. The provisions of the previous paragraph do not exclude the responsibility of the student's parents or guardians, namely under the terms of articles 207 and 208 of these regulations.
3. All situations, activities, measures or their consequences provided for in this article must be communicated, by the most expeditious means, to the parents or guardian or to the student, when of legal age, to the head teacher and to the student's tutor, whenever designated, and recorded in the student's individual file.
4. Exceeding the limit of absences established for support or complementary activities that are compulsory or optional implies the immediate exclusion of the student from the activities in question.

Section VI Discipline

Subsection I Disciplinary offense

(...)

Article 163 Occurrence report

1. Any teacher or non-teaching staff member who witnesses or becomes aware of behavior that could constitute a disciplinary offense, under the terms of the previous article, must immediately report it to the principal.
2. The student who witnesses the behavior referred to in the previous paragraph must immediately report it to the class teacher or head teacher, who, if they consider it to be severe or very severe, will report it to the principal within one working day.

(...)

Subsection II Purposes and determination of disciplinary measures

Article 165 Purposes of disciplinary measures

All corrective and sanctioning disciplinary measures pursue pedagogical, preventive, dissuasive and integration purposes under the terms of the legislation in force (L2A).

Article 166 Determining the disciplinary measure

When determining the corrective or sanctioning disciplinary measure to be applied, the legislation in force must be considered (L2A).

Article 167 Corrective disciplinary measures

1. The corrective measures pursue the objectives referred to in this regulation and are in accordance with the legislation in force (L2A) and are eminently preventive in nature.
2. These are corrective measures, without prejudice to others which, in compliance with the provisions of the previous paragraph, are included in this regulation:
 - a) A warning;
 - b) The order to leave the classroom and other places where schoolwork is carried out;
 - c) Carrying out school integration tasks and activities, for which purpose the student's compulsory daily or weekly stay at school or at the place where the tasks or activities take place may be increased, under the terms set out in the following article;
 - d) The restriction of access to certain school spaces, or the use of certain materials and equipment, without prejudice to those assigned to teaching activities;
 - e) Changing classes.

3. A warning is a verbal call for the student's attention, in the event of behavior that disrupts the normal functioning of school activities or relations between those present in the place where they take place, with a view to alerting them to avoid such conduct and making them responsible for fulfilling their duties as a student.
4. In the classroom, a warning is the sole responsibility of the teacher, while outside the classroom any teacher or non-teaching staff member has the authority to warn the student, verbally confronting him/her with behavior that disrupts the normal functioning of school activities or relations within the educational community, warning him/her to avoid such conduct.
5. The order to leave the classroom and other places where schoolwork is being carried out is the sole responsibility of the respective teacher and implies the marking of an unjustified absence for the student and the student remaining at school.
6. Following the order to leave the classroom, the teacher will indicate to the student a task, preferably related to the subjects covered in class or that leads him to reflect on his behavior, to be carried out in the Disciplinary Intervention Office (GID), in the 2nd and 3rd cycles, under the supervision of the designated teachers or by an operational assistant in the 1st cycle.
7. The application of the corrective measures provided for in points c), d) and e) of paragraph 2 is the responsibility of the principal who, for this purpose, always hears the head teacher or the teacher of the class to which the student belongs, as well as the tutor or the multidisciplinary team, if they exist.
8. If the corrective measure of an order to leave the classroom is applied to the same student for the third time during the same school year by the same teacher, or for the fifth time, regardless of the teacher who applied it, the situation must be analysed by the class council, with a view to identifying the causes and the relevance of proposing the application of other corrective or sanctioning disciplinary measures, under the terms of these regulations.
9. When there is inappropriate behavior, access to certain school spaces can be restricted through:
 - a) Suspension from attending places where inappropriate behavior has occurred, such as the library, cafeteria, computer room, buffet, stationery, multipurpose room and others;
 - b) Suspension from attending leisure activities that the student enjoys, such as: recreational use of IT resources, sports tournaments, parties.
10. A change of class occurs when there is a serious incompatibility between the student and classmates/teachers that disturbs the normal development of the class project.
11. The application and subsequent execution of the corrective measure relating to the performance of integration tasks and activities in the school or community may not exceed the period of time corresponding to one school year.
12. The application of the corrective measures provided for in no. 2 is communicated to the parents or guardian, in the case of a minor student.

Article 168 Sanctioning disciplinary measures

1. Sanctioning disciplinary measures are a disciplinary sanction for the student's behavior and are applied according to the legislation in force, and the occurrence of facts that could lead to it must be reported immediately by the teacher or staff member who witnessed it or had knowledge of it to the school board, informing the respective head teacher and the tutor teacher or the student integration and support team, if they exist.
2. Sanctioning disciplinary measures include:
 - a) Registered reprimand;
 - b) Suspension up to 3 working days;
 - c) Suspension from school between 4 and 12 working days;
 - d) School transfer.
 - e) Expulsion from school.

(...)

CHAPTER VIII GUARDIANS

Article 205

Definition

For the purposes of these regulations, a guardian is anyone who has minors living with them or entrusted to their care, in accordance with the legislation in force (L6D).

Article 206 Parents' and Guardians' Associations

1. Parents and legal guardians are recognized the right, in accordance with the law, to constitute themselves as a parents' and guardians' association of the schools that form part of the Cluster, with a view to representative participation in the education of their children and wards.
2. The Cluster shall provide, within its possibilities, the technical and logistical means necessary for the normal operation of the parents' and guardians' associations.
3. Parents' and guardians' associations are entitled to:
 - a) Be informed about all legal and regulatory norms related to the life of the Cluster;
 - b) Have the necessary conditions to hold their meetings and activities, within the Cluster's possibilities;
 - c) Receive support in the enrollment of new members;
 - d) Send, through the students, documentation of interest to the associations, subject to authorization by the director.

4. Parents' and guardians' associations must:
 - a) Promote meetings with the principal or whoever he delegates;
 - b) Inform the principal, in good time, of the activities of the Parents' Associations that involve the use of the facilities;
 - c) Coordinate its Activity Plan with the Educational Project of the Cluster.
 - d) Inform the Pedagogical Council, through the principal, of its Activity Plan;
 - e) Inform the principal of the composition of its governing bodies;
 - f) Disclose the statutes of the respective Parents' and Guardians' Associations.
5. Within the framework of the development of the Cluster's Educational Project, efforts should be made to create a coordination structure for the activities of the parents' and guardians' associations of the educational and teaching establishments that are part of the Cluster.

Article 207

Responsibility of Parents and Guardians

1. At the time of enrollment, parents or guardians must, in accordance with the Student Statute and School Ethics, be familiar with the Cluster's Internal Regulations and sign the annual declaration of acceptance, committing to actively ensuring its full compliance. To highlight this requirement, enrollment notices must include information on this obligation and indicate the locations where the regulations can be consulted.
2. Parents or guardians have the special responsibility, inherent in their authority and duty to direct their children's education in their best interest, and to actively promote their physical, intellectual, and civic development.
3. Under the terms of the responsibility referred to in the previous paragraph, each parent or guardian must, in particular:
 - a) Actively monitor their child's school life;
 - b) Promote coordination between education in the family and teaching within the school;
 - c) Ensure that their child benefits effectively from their rights and rigorously complies with their duties, under the terms of these regulations, behaving appropriately and showing commitment to the teaching process;
 - d) Contribute to the creation and implementation of the Cluster's Educational Project and Internal Regulations, and actively participate in the life of the school;
 - e) Co-operate with teachers in their pedagogical mission, especially when requested, assisting in the teaching process of their students;

- f) Acknowledge and respect the authority of teachers in the exercise of their profession and instil in their children the duty of respect towards teachers, non-teaching staff, and fellow students, thereby contributing to the preservation of discipline and harmony within the educational community;
 - g) Contribute to the proper establishment of facts in disciplinary proceedings initiated against their child, participating in the acts and procedures for which they are notified, and if a corrective or sanctioning disciplinary measures is applied to them, ensure that the measure serves the aims of reinforcing civic education, fostering balanced personal development, building interpersonal skills, promoting integration into the educational community, and developing a sense of responsibility;
 - h) Contribute to preserving the safety and physical and psychological integrity of all participants in school life;
 - i) Actively integrate the educational community by fulfilling its other responsibilities, particularly by informing and staying informed about all matters relevant to their child's educational process;
 - j) Attend the school whenever necessary or whenever requested to do so;
 - k) Be familiar with these regulations and sign an annual declaration of acceptance of them and active commitment to full compliance;
 - l) Compensate the Cluster for any property damage caused by their student;
 - m) Manter constantemente atualizados os seus contactos telefónico, endereço postal e eletrónico, bem como os do seu educando, quando diferentes, informando a escola em caso de alteração.
4. Parents or guardians are responsible for ensuring their children comply with their duties especially in terms of attendance, punctuality, discipline, and commitment to the learning process.

Article 208 Non-compliance of parents' or guardians' duties

Non-compliance by parents or guardians of minors or unemancipated children, of their duties laid down in the existing law (L2A) will result in accountability under the terms of the referred law.

Article 209

Administrative offenses

The continued and repeated non-compliance of duty by parents or guardians of minor children, combined with the refusal, non-attendance or ineffectiveness of the parental education actions as mandated by the aforementioned article, constitutes an administrative offence under the existing law (L2A).

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CHAPTER X
LEARNING ASSESSMENT SYSTEM
(...)

SECTION II
Internal assessment

Article 223
Assessment methods

1. The internal assessment of learning, which is the responsibility of the teachers and the school's bodies of administration, management, coordination, and pedagogical supervision, comprises of the following assessment methods:
 - a) Diagnostic;
 - b) Formative;
 - c) Summative.
2. In order to ensure the objectives outlined in the document that establishes the guiding principles for the assessment on teaching and learning, particularly with regard to the assessment methods there defined, it is the responsibility of the school's bodies of administration, management, coordination and pedagogical supervision to define appropriate procedures for each assessment modality, within their autonomy.

Article 224
Diagnostic assessment

1. Diagnostic assessment addresses the need to obtain information to support the teaching and learning process and aims to facilitate school integration as well as educational and vocational guidance.
2. In the development of the diagnostic assessment, the intervention of teachers from different school levels should be valued and information gathering and mobilised to create teaching plans and strategies suited to students' specific needs.
3. A diagnostic assessments may be conducted at the beginning of each academic year, in accordance with guidelines defined annually by the Pedagogical Council.

Article 225
Formative assessment

1. Formative assessment, as the main method of assessment, is part of the teaching and learning process and guides its development.
2. The procedures to be adopted in this method of assessment comply with the legislation in force (L7C).

3. When analysing learning information, employing the diversity and suitability of assessment procedures, techniques and tools, objectives must be pursued to improve the quality of information gathered.
4. Improving information quality requires a triangulation of strategies, techniques, and tools, benefiting from the involvement of more than one assessor.

Article 226

Summative assessment

1. Summative assessment represents a global judgment of the learning developed by the students, in accordance with the legislation in force (L7C).
2. Summative assessment reflects the need to inform students and guardians about the state of learning development, at the end of each academic period/semester.
3. The final summative assessment obtained in subjects not subject to final cycle exams is the classification awarded at the end of the period/semester.

Article 227

Expression of summative assessment

1. Under the terms of the legislation in force (L7C), in the 1st cycle of basic education, the information resulting from the summative assessment is materialized through a qualitative mention of Very Good, Good, Satisfactory, and Unsatisfactory, for all subjects, accompanied by a descriptive comment on the student's learning progress, including areas for improvement or consolidation, where applicable, to be recorded in the assessment sheet.
2. Regarding 1st year of school, the information resulting from the summative assessment may be expressed only in descriptive form in all curriculum components, except at the end of the year.
3. In the 2nd and 3rd cycles of basic education, the information resulting from the summative assessment is expressed on a scale of 1 to 5 in all subjects and may be accompanied by a descriptive comment noting areas of improvement or consolidation, whenever applicable, to be recorded in the assessment sheet.
4. The results of the assessment of basic school students with a specific individual curriculum follow to the laid down in the previous paragraph, depending on the specific nature of the student's curriculum.
5. The assessment record sheet, which gathers information about student learning at the end of each period/semester, must be presented to the parents or legal guardians, preferably in a face-to-face meeting, in order to ensure information sharing and student monitoring.

(...)

CHAPTER XII

SPECIFIC PROVISIONS

Article 259 Student access to establishments

When entering and leaving the schools that make up the School Unit, the students must present their magnetic card in the 2nd and 3rd cycles or the student booklet in the 1st cycle, whenever requested.

Article 260

Magnetic card regulations

- 1 . The school card is issued by the Valongo Municipal Council which is responsible for its management and regulation.
- 2 . The school card is a magnetic reader card used by all students, teachers and school staff and it aims at increasing security, creates a system of reliability in the exchange of information and simplifying school management;
- 3 . This card will enable users to: be identified as members of the school community; control entry and exit from the school grounds; purchase goods and services; book or cancel meals; check balances and movements;
- 4 . The card allows its users and students' guardians to access a variety of useful information, via the online platform provided by the municipality;
- 5 . It is mandatory to use the school card by students, teaching, and non-teaching;
6. Conditions of acquisition and utilization of the magnetic card:
 - a) The user card can only be used by its user or by the respective guardian.
 - b) In order to have access to services, it is mandatory for students to validate their card at one of the readers located at the school entrance. This act is the only way to activate the card daily and enable the card to be used in the assorted services provided. When leaving, students must validate the cards in order to check if they are allowed to leave;
 - c) Whenever an unauthorised exit is detected that has not been properly justified, the card user can be liable to disciplinary action;
 - d) If a student arrives at school without a card must be immediately identified by the staff member who detected the situation and be taken, as soon as possible, to the school management who will act accordingly;
 - e) If the card is forgotten, misused or in poor condition, it will be reported to the class director who will act in order to fix the situation. In the event of repeated forgetfulness, the class director will inform the guardian so that the situation can be regularised;
 - f) It is the user's responsibility to maintain their magnetic card in good condition, and it must not be scratched, cut, erased, altered with

correction fluid, or present any doubts regarding the identity of its holder.

- g) If the user loses or damages their card, they must request a new one from the administrative services. Requesting a 2nd and/or 3rd copy will incur a cost.
- h) The acquisition of goods and services are made by handing the magnetic card to a staff member. In exceptional cases where the platform may not be working properly or occasional forgetfulness, it is possible to purchase tickets at the stationary shop using a payment in cash;
- i) Meals can be purchased at the charging stations or on the platform by all users at the price set by the Ministry of Education, the day before the pretended meal (although it can be bought up to a week in advance), or on the day itself until 10:30am, plus the additional fee in force. Under no circumstances will it be allowed to sell meals past the period mentioned above, in compliance with the law in force;
- j) Cancellations of previously purchased meals are not allowed and can only be transferred to a later day, if requested until the day before the day of the relevant purchased meal;
- k) Same-day meal cancellations are not allowed, except in exceptional cases of unforeseen illness, provided that the management body is notified until 10:30 am by the guardian simply by quoting the student's user number;
- l) Each user will always be responsible for all movements done with their card, as long they have not informed the management body of any anomalies with the card;
- m) All data and information registered in the card are for the sole and exclusive use of the school's services;
- n) Students covered by School Social Action, in case of purchasing the meal (lunch) on the same day, will also be charged the penalty fee set by the administrative body;
- o) Students covered by School Social Action must only buy the meals they are certain they will consume. In case of absence from school or for other plausible reason, the student must request to the administrative services to postpone the meal to the same day in the following week. In the event of absence for unforeseen reasons, a valid justification must be submitted at a later date to the person responsible for school social action at the administrative services;
- p) At the end of canteen service, the system administrator has permission to verify which students bought the lunch tickets but did not use them. If this situation occurs with subsidised students, the system administrator has the possibility of identifying the students and must do so. In this case, when this situation occurs for the same student more

than three times, without valid justification, a process will be initiated to cancel the subsidy award. The situation will be judged by the management body which, after analysing all the facts, will make the decision it deems most appropriate, which could be the total loss of the school social action subsidy. The fact that subsidised students book meals and do not eat them results in serious loss for the school social action, as these meals are paid to the company that rents the canteen, even though they are not served.

- 7 . Cases not provided for in this regulation and any doubts resulting its application will be resolved by the school's administrative and management bodies in coordination with the local authority, following the analysis of the specific circumstances.

(...)

Article 263

School Social Action

1. The School Social Action Services aim to minimise students' socio-economic disparities and guarantee quality education for all.
2. The sector is coordinated by the Deputy Headteacher, delegated by the headteacher, and supported by a technical assistant.
3. The working timetable for the ASE is the same as for the Administrative Services.

Article 264 School Social Service - Scope of Action

School Social Services operate in the following areas:

1. Food and nutrition programme:
 - a) School Milk (Pre-school Education and 1st Cycle of Basic Education) with the aim of directly improving children's health and development;
 - b) School Canteen, with the aim of ensuring a balanced diet that meets the needs of the school population;
 - c) School Buffet, as a complementary service designed to support students in following a healthy diet.
 - i. The canteen's opening hours must be displayed in a visible location near its premises.
 - ii. The price of products must be displayed in a visible location.
 - iii. Products are purchased by handing the employee the respective magnetic card. In exceptional cases, payment can be made by purchasing a ticket at the stationery shop.
2. Complementary Food Support is intended to provide students with limited financial resources, as identified by class directors, using funds from the profits of the canteen and stationery shop.
3. Financial Aid is a form of support for students from disadvantaged households:

- a) Financial aid is a type of support within the scope of school social action that aims to support students with fewer economic resources, according to the socio-economic difficulties of the household;
 - b) Students must apply for benefits, within the established deadlines, by filling in a form to be provided by the school and a declaration of the bracket assigned by Social Security;
 - c) The information contained in the form and its annexes is confidential and may not under any circumstances be used for purposes other than those of applying for benefits;
 - d) Provided there is a change in the socio-economic situation of the household, the student can change their situation at any time during the year;
 - e) Benefits shall not be awarded to students who, outside compulsory schooling, have not passed their year, unless the failure is due to illness or another duly proven cause and accepted by the Deputy Head;
 - f) Brackets A, B or C will be assigned according to the classification level 1, 2 or 3 set by Social Security;
 - g) Parents and guardians can complain about the decision up to eight days after the date on which the lists are published, to the deputy head of the school. The latter must carry out the entire complaints process within the legal time limits and terms;
 - h) When a student is transferred at the beginning of the school year, their situation with a view to being awarded benefits will be assessed by the new school, and the report card will be transferred with the rest of the student's file;
 - i) Benefits will be cancelled when students or guardians make false declarations;
 - j) Benefits will also be cancelled if, within one month, they have not been withdrawn without good reason.
4. School Stationery, school service to support students:
- a) The stationery shop's opening hours must be displayed in a visible place near its premises;
 - b) The price of the products must be displayed in a visible place;
 - c) Occasional tickets for the buffet can be purchased at this facility;
 - d) The stationery shop is also the place where the magnetic card can be topped up.
5. Socio-educational information, aimed at clarifying support and educational complements.
6. School transport, ensuring the transport of students, particularly those with disabilities, in collaboration with the municipality.

7. School insurance is the responsibility of the Ministry of Education and is not covered by any policy. The School Insurance Scheme acts only as a complement to the assistance provided by other public or private social security or health systems.
8. Food and school supplies.
9. School administration services, collaborating in the bookkeeping of the cash book and inventory.
10. Liaising with local authority services, in accordance with current legislation.
11. Animation and Family Support Activities (AAAF):
 - a) The Animation and Family Support Activities are a complement to preschool education. These are provided by the Municipality of Valongo in coordination with the Cluster.
 - b) Animation and Family Support Activities include the following: reception, school meals, activities during extended hours, activities during school breaks (November, Christmas, end of 1st semester, Carnival and Easter) and during the month of July.
 - c) All children with a submitted application process at the Administrative Services of the Cluster have access to the Animation and Family Support Activities;
 - d) The regulations governing the operation of Animation and Family Support Activities are the responsibility of Valongo City Council.
 - e) The kindergarten teacher is responsible for the pedagogical supervision of animation and family support activities. Pedagogical supervision is understood to be that which is carried out within the framework of the non-teaching component of the establishment, for the programming, monitoring and evaluation of activities.
12. Family Support Component (CAF)
 - a) The Family Support Component is a set of activities designed to ensure that students in the 1st Cycle of Basic Education are supported.
This is provided by the Municipality of Valongo in coordination with the Cluster.
 - b) The Family Support Component includes the following aspects: reception, after-school activities and activities during school breaks (Christmas, Carnival and Easter) and in July.
 - c) All 1st cycle students who have submitted an application to the Administrative Services of the Cluster have access to the Family Support Component;
 - d) The regulations governing the operation of the Family Support Component are the responsibility of Valongo City Council.
 - e) The permanent teacher is responsible for the pedagogical supervision of the Family Support Component. Pedagogical supervision is understood to be

that which is carried out within the scope of the non-teaching component of the establishment, for the programming, monitoring and evaluation of activities.

(...)

Article 266

Services and equipment

1. The following services exist within the Cluster:
 - a) Administrative Services;
 - b) Stationery;
 - c) Canteen;
 - d) Buffet;
 - e) Copy shop;
 - f) School Library.
2. At the beginning of each school year, the headmaster, in conjunction with the establishment coordinators and those responsible for the respective services and equipment, will establish the rules, to be posted in the appropriate place, defining the operating regime, use, requisition, deadlines for use and the responsibility of the requisitioner.
3. All durable equipment, under the terms of the legislation in effect, will be inventoried by those responsible for it.
4. The inventory will be updated annually.

Article 267

Administrative services

1. The administrative services are generally responsible for carrying out activities related to the office, filing, administrative procedures, accounting, personnel and school social action.
2. The administrative services have a personalised service area, so unauthorised persons are not allowed to enter or circulate in the remaining areas.
3. The administrative services will have continuous opening hours between 9 am and 4 pm, unless exceptions apply.

Article 268

Stationery shop

1. The stationery provides school supplies, forms, and official templates to all students of the Cluster.

2. The stationery shop has a public service desk, therefore unauthorised persons are not allowed to enter its premises.

Article 269

Canteen

1. The canteens are managed by Valongo City Council and are concessioned to a company outside the school, although it is subject to the supervision of the headmaster with regard to the conditions of conservation, hygiene, quality and quantity of food, as well as the facilities.
2. Full meals are provided for students, teachers and non-teaching staff.
3. Meals must be booked/purchased in advance according to the regulations defined at the beginning of each school year by Valongo City Council.
4. Meal bookings made on the same day, up until 10 am, are subject to the payment of a supplementary fee, defined annually in accordance with the law. Meals can be accessed on presentation and validation of the magnetic card.
5. At the beginning of each week, the menu must be displayed in the canteens and on the noticeboards outside each school.
6. For health reasons and at the request of the person concerned, a 'diet' meal may be prepared, but this must not exceed the cost of the normal meal.

Article 270

Vallis Longus Primary School buffet

1. The buffet provides its services within the timetable set by the headmaster at the beginning of each school year.
2. The buffet is closed to students when the canteen is open.
3. The buffet is open to students, teachers and staff and, exceptionally, to guests or organisations that are at the school for an official event or activity;
4. Service must be provided on a first-come, first-served basis, and it is compulsory to respect the circulation area for access to the service;
5. Users are responsible for returning tableware to the counter and disposing of empty packaging in the rubbish bins.

Article 271

Copy shop

1. The reprography service provides copying and printing services and can be used by students, teaching staff, non-teaching staff, and the parents' and guardians' association.
2. Copies and prints should only be requested if it is not possible to use digital versions or media.

3. The following are official and free of charge:
 - a) Copies and printouts intended for evaluating students;
 - b) Reproductions and printouts intended for the operation of the bodies and structures of the School Cluster.
 - c) Other copies and prints recognised as important for the educational process, provided that they do not exceed 5 reproductions/prints per student and per semester, duly authorised.
 - d) Copies intended for the operation of the services and the parents' and guardians' association;
 - e) Copies for school/local community communication.
4. Copy shop services, provided they are used for private purposes, are paid for by the interested party, according to a scale established annually.
5. The reproduction of evaluation sheets and other teaching material is subject to request at least 48 hours in advance.
6. Primary and pre-school establishments have their own copy shop equipment and are governed by regulations to be defined by the headmaster and respective coordinators.

(...)

CHAPTER XIII

COMMON PROVISIONS FOR THE KINDERGARTENS

(...)

Article 277

Operating hours

1. The kindergarten's operating hours and calendar will be established at the beginning of each school year by the headmaster, after hearing the parents and guardians, the kindergarten teachers and representatives of the local council.
2. In accordance with the law, the kindergarten's operating hours must include periods of educational, entertainment and family support activities.

(...)

CHAPTER XIV

COMMON PROVISIONS FOR 1ST CYCLE SCHOOLS

Article 285

Operating hours

1. School operating hours will be established at the beginning of each school year by the headmaster, according to the number of classes that will be operating, and after consulting the Pedagogical Council.

2. Students may not enter school premises before the stipulated time, unless otherwise instructed by teachers or operational assistants.

Article 286

Gate closing time

1. The access gates to the primary school and kindergarten buildings will be closed 15 minutes after the start of school hours and will remain closed until the end of each course in session.
2. The bell must be used to open the gates during the closing period referred to in the previous point.